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ABSTRACT

This book of readings is divided into two sections, each describing a specific aspect of staff development. There are three articles on planning in Section I. The quadrant arrangement developed in Georgia is described as one method of facilitating cooperation between an institution and the State Department of Education to serve a particular area of the state. In contrast, cooperative effort throughout the state is the focus of the article on developing plans for Adult Basic Education (ABE) in Alabama. In Florida, the unique relationship between a local school system staff development person who works along with a university faculty member is described as a mode for determining and then meeting training needs. Section II describes what has evolved through coordinated planning and training efforts in three states. The developmen of adult basic education capabilities of distinctive types at three institutions of higher education in Mississippi points out how responsibility can be delegated to serve both subject area and geographical needs. The growth and refinement of a delivery system for local ABE inservice training in South Carolina underlines how trained teachers can be part of a statewide network for local inservice training. The last presentation is an article on a supervisor's workshop describing orientation and training of ABE supervisory personnel in Tennesee. (Author/CK)

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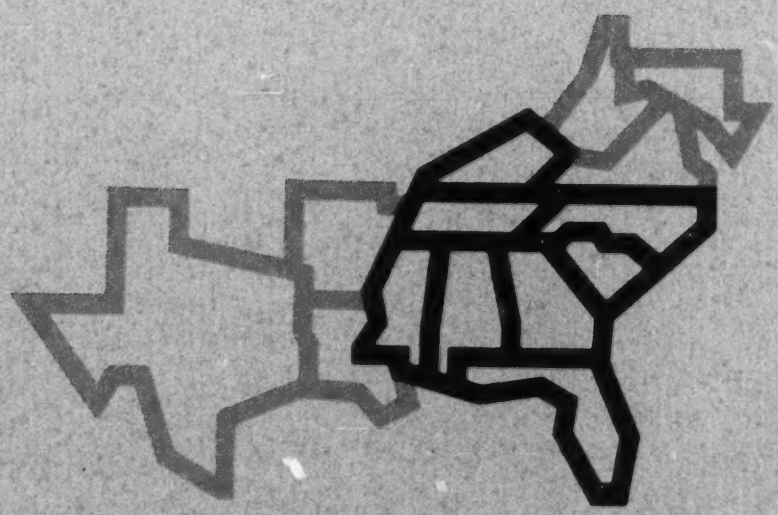
READINGS IN STAFF DEVELOPMENT

SOUTHEASTERN REGION
ADULT BASIC EDUCATION
STAFF DEVELOPMENT PROJECT



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SOUTHERN REGIONAL EDUCATION BOARD

READINGS IN STAFF DEVELOPMENT

Prepared By

The Southeastern Region
Adult Basic Education
Staff Development Project

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Foreword

Over the past two years the Southeast has made significant strides in teacher training and general staff development for persons working in adult basic education and adult education in general. Each of the eight states in the Southeast (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina and Tennessee) has experimented with various systems for teacher training.

While there has been some comparability in the various programs, certain states have developed unique approaches to staff development. This book of readings is an effort to describe these individual approaches to indicate growth within each state. The key element or thread which runs through the six articles is growth in relationships between cooperating faculty members, state department of education personnel, and local ABE teachers and administrators. These growing relationships have made planning and other cooperative activities possible in this region.

We hope these readings will aid those in the Southeast and others interested in adult education to understand the potential of a concerted, cooperative plan for staff training. While there are still many unsolved problems in this region related to ABE and staff preparation, the cooperation and growth described in each article made it clear that the groundwork has been laid for reaching solutions. We are grateful for the time and effort of the many busy people who prepared these articles.

Edward T. Brown, Project Director
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Preface

This book of readings is divided into two sections, each describing a specific aspect of staff development. The articles presented came from each of the original six states participating in the Southeastern Region Adult Basic Education Staff Development Project. While there is comparability between activities in the states (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee), the direction described in these articles indicates a unique state response to its particular training needs.

This collection of papers is unique because each article was jointly prepared by a university faculty member and a state department of education representative with particular responsibility for staff training. This is an indication of the cooperative links that have been established between higher education personnel and the state departments of education.

Staff development is analyzed in an introductory presentation. It attempts to determine what staff development should contain and who should participate in it, both as givers and receivers.

There are three articles on planning in Section I. The quadrant arrangement developed in Georgia is described as one method of facilitating cooperation between an institution and the State Department of Education to serve a particular area of the state. In contrast, cooperative effort throughout the state is the focus of the article on developing plans for ABE in Alabama. In Florida, the unique relationship between a local school system staff development person who works along with a university faculty member is described as a mode for determining and then meeting training needs.

Section II describes what has evolved through coordinated planning and training efforts in three states. The development of adult basic education capabilities of distinctive types at three institutions of higher education in Mississippi points out how responsibility can be delegated to serve both subject area and geographical needs. The growth and refinement of a delivery system for local ABE in-service training in South Carolina underlines how trained teachers can be part of a statewide network for local in-service training. In addition to describing the evolution of the system, this article also examines its successes and shortcomings. The final presentation describes the area where least effort in this project has been placed--preparation of administrative personnel. Orientation and training of ABE supervisory personnel in Tennessee is seen through the article on a supervisor's workshop.

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Introduction

Definitions:

The Adult Basic Education Staff Development Process

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Staff development is a term like patriotism, everybody supports it, but the definitions are often vague and incomplete. "Teacher training" is the easiest synonym for it, but this endeavor includes more than preparation of personnel working directly with ABE students.

A definition of staff development contains answers to three basic questions: 1) Who should be trained? 2) What material should be covered in training, and what process should be used to transmit this material? 3) Who should do the training? Answers to those questions are also the content of plans which states, or public organizations in ABE can use to guide training activities. This article will provide some of the answers to each question and point out that staff development requires more than current irregular training efforts. It is meant to provide the backdrop to the specialized articles which follow in this book of readings.

The Need

ABE programs are staffed largely by part-time personnel who have little time to prepare for class, and even less time for their own training. The

part-time constraint means that the limited opportunities for pre- and in-service programs must be intensive and efficiently organized.

Valuable time is wasted if a teacher or coordinator is subjected to a repeat of basic information when he has worked with ABE students for one or more years. A sequence of increasingly sophisticated and precise training activities should be built into plans for staff preparation.

Who Should Be Trained

In order to build in sequence, each of four groups to be trained (teachers, local administrators, higher education faculty, and state department of education personnel) should be analyzed. There should be cooperative and complementary action among all of these educators. The activities and views of any one group should effect all the others.

ABE classroom teachers are the basic group. They have direct contact with students and are the largest numerically. The majority have been prepared to work with elementary and secondary students and have varying commitments to teaching adults; some may need the extra income, others may be responding to administrator requests or orders, and still others may find it challenging and stimulating to work with undereducated adults.

Local coordinators and supervisors are at the next level of importance. They supervise, construct and design local programs, and theoretically select and train teachers. As the teachers, they are also likely to be part-time personnel; their regular assignments may be coaching or a secondary level administrative position in a public school system. Because they lack continuing and direct contact with students, it is possible that their commitment and understanding of ABE and their responsibilities may be quite limited.

State department of education personnel have broad responsibilities and great influence on local ABE programs. They can and do provide consultative services on material selection and curriculum construction. Some are involved in the planning and conducting of pre- and in-service training. A third area of responsibility is appearing through state plans for professional staff development: the "broker" or facilitator of training. This responsibility is fulfilled by insuring a process for identifying local training needs and determining how those needs can best be met (through a local workshop, institute or university course) and what material and human resources are needed. In addition to performing these varied functions, SDE staff must have regular formal and informal opportunities for their own professional growth.

College and university professors are regarded as the key training resource, largely due to their greater academic knowledge of the broad field of adult education. They especially need training in ABE, since few if any of them have ever been ABE teachers or local coordinators. Their training should equip them to keep up-to-date in such areas as learning laboratories, the teaching of reading, or material selection. If that is impossible, they should be equipped to act as facilitators, to be able to identify individuals with these specialized skills. This would allow the faculty to facilitate and organize training, and help with its continuity and evaluation. This new role would tie professors less to specific content in ABE (of which they may know little) and more to the overall operation of programs. The ultimate aim, however, must be technical proficiency specifically in training teachers to use the correct classroom technique, materials and instructional sequence

for individual adult students, not in supplying the broad training designed for adult education supervisors or administrators.

Training Content

Each of the four groups mentioned require different types of training. There is a process which each group should go through to enable each person to continually increase his understanding of adults and techniques for working with adults.

While there has been some institutionalization of training for teachers, that provided for the other three groups is more random than sequential. There have been numerous training efforts each year, but most exist as separate pieces not regularly tied to preceeding or following events. Because ABE program coordinators and other leaders in public education have not been convinced of the value of training, "in-service" is an afterthought. When it is provided, little thought is given to objectives for a program or how training should be related to necessary classroom or supervisory skills.

Planning for staff development should underline the necessary sequence of training and determine what the general content areas should be. The skills and knowledge which all should have can be placed within these plans. Planning the sequence of training is essential to avoid repetition and wasting of the limited time ABE personnel have for their own development.

Local personnel, especially teachers, should be heavily involved in planning and operating any training system since they are the recipients and have definite ideas about the relevance of content and style of training. Their absence from planning takes the "adult" out of this form of education.

Each group requires different content, based on competencies required to perform the particular job. Determining pre- and in-service training needed by teachers is not difficult, but it does take some time and effort. There are five general areas that should be covered:

1. understanding generally how adults learn and particularly how disadvantaged adults learn
2. counseling of adults as it is related to their recruitment and retention in ABE programs
3. specific skill areas in ABE--teaching reading, mathematics, social science, and health skills, for example
4. review and selection of material for use in the classrooms
5. program administration and record-keeping.

Coordinators require the same basic orientation training, so that they will be aware of expected teacher knowledge and performance levels in the classroom. They should have additional competencies to supervise and strengthen staff. This specialized instruction for coordinators should concentrate on:

1. developing selection criteria for ABE teachers
2. observation and in-class improvement techniques
3. assistance to teachers in review and selection of materials
4. determining in-service training needs of teachers.

The training for state department of education personnel should encompass elements included for the teachers and supervisors. Administration has been and remains the primary responsibility of SDE personnel, and there has been a tendency among them to make minimal program suggestions. Increased opportunities to attend local, regional and national training events have

strengthened their program knowledge. These developing strengths should be supplemented by regular staff seminars with outside consultant assistance, if possible. In addition to examining aspects of teaching adults and supervising teachers of adults, SDE training should emphasize:

1. criteria for selection and training of coordinators
2. orientation programs for local school superintendents
3. the type of statewide training which should be encouraged
4. selection of ABE personnel to act as trainers to run local in-service programs
5. the development of consultative skills to better work with local coordinators. Specialized training for staff which would enable them to perform unique functions should also be considered.

Special emphasis is placed on the importance of training for SDE personnel, because this is often neglected. It is assumed that when an individual takes on a statewide position much of his professional training has been completed. On the contrary, it would be useful for SDE staff to examine their collective assets as related to ABE personnel and move from there to definitions of areas to be strengthened. The SDE staff then should organize professional development experiences to deal with these inadequacies.

Training for faculty cannot be considered in the same frame of reference as for these other three groups. There are two reasons for this. First, it is assumed (perhaps erroneously) that with strong graduate preparation behind them these professors will not require the direct basic training described for the other three groups. On the contrary to be useful among ABE personnel, faculty may need to be retrained to assume a new role, and be given some basic orientation in the complex areas of ABE. Second, there

is an assumption that through professional training and regular meetings with academic peers, faculty derive a major part of their in-service training.

For the faculty members connected with ABE programs certain additional experiences are essential. Most important of these is regular visits to ABE classes and discussions with teachers and students. These visits will keep faculty attuned to the interaction between teacher and students, which is the basis of success in an adult classroom, enable them to spot teacher weaknesses, and provide teachers with an opportunity to indicate what training they need.

A second requirement is regular work with program coordinators and SDE personnel to examine their training needs, and discuss staff performance problems. Both of these experiences should provide data that will keep the courses and other training efforts relevant to ABE teachers, coordinators and SDE staff needs. This field exposure will also help faculty determine whether they can assume a teaching role or become a broker or facilitator for other resource personnel.

Who Should Conduct Training

The most economic rule of thumb in staff development is that all ABE personnel at one time or another are capable trainers. It has been expeditious to place the load on college and university faculty. Their traditional responsibilities, university facilities and the mechanisms for giving credit made this easy. While contributions from this group have been significant, this dependence has limited the use of other groups mentioned in this article and wasted valuable resources.

SDE staff should act as advisors to graduate level courses, and be called upon to discuss how ABE operates in the state and expectations for ABE student performance. They also should speak at local in-service activities to share their insights on particular program successes and weaknesses, and, perhaps on specific subject areas. Through their work with many programs and individuals, SDE personnel can form an excellent information transmittal network, which has not been effectively utilized.

Greater training roles also should be assigned to local coordinators and teachers. The coordinators should have major responsibility for the design and implementation of local in-service training through activities such as staff conferences, orientation of new personnel and regular class visitation.

There are other roles which coordinators, and teachers can perform: as resource persons to university courses, and as staff for local and statewide in-service programs. In the first instance, college faculty should identify and call upon those whose efforts are exemplary in some respect. Efforts should be made to determine why and how certain teachers and coordinators succeed so others might attempt some imitation. Secondly, local personnel increasingly should assume responsibility for their own in-service training.

When local personnel are prepared and willing to run their own programs, training can become less costly and regularly available. In that regard, local responsibility for conducting training should be written into job descriptions.

Time allotted for training can vary from a short two-hour session to half-day and full-day activities. Schedules can be arranged for local staff convenience and more importantly, the topics can be set to meet their needs.

There are two secondary benefits from increased local capability for staff training. First, the dependence on higher educational faculty skill is relieved, enabling faculty to become consultants for specialized assistance when qualified. And second, it will be a boost to the local person's confidence when he realizes the depth of his skill and ability to provide information which was previously the province of college and university personnel.

Conclusion

These answers to the basic questions raised place a great stress on processes for continued training of staff once certain base competence levels have been reached. Plans for staff development which incorporate these or other answers to the questions: "Who should be trained?" "What is the content of training?" and, "Who should do the training?", guide rather than restrict the scope of state and local efforts. Other activities such as orientation, on-the-job supervision, periodic staff conferences, and information exchange are mechanisms to expand training through formal and informal activities.

The quality of ABE classroom instruction in the Southeast has improved because more part-time staff have had some training before and during their work with adults. Successive improvement in the quality of teaching will be unlikely if the same pattern of uncoordinated and random training continues. ABE personnel who have been active as trainees and trainers should collaborate to determine what has been done and what could be done to plan continued staff improvement.

The funds for full staff training will not always be available, but there should be an outline which indicates: competencies each group should

possess; how those competencies can be gained; what training resources exist; and what should be available, accepted and institutionalized. The absence of a rationale and details weakens the case for additional funds for staff training in this area of education. The absence of accepted plans also restrains the development of needed professionalism in this area of adult education.

Plans for staff development can build the case for training, provide the necessary detail and serve as the lever to force regularity in this area. Cooperative working relations among all participants can put the readily available pieces together into plans that make sense for all and fulfill the desire for improved instruction and supervision in ABE.

SECTION ONE:

PLANNING

Georgia's Quadrant Arrangement: Facilitating Staff Development Planning In The Southeast Georgia Quadrant

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Historical Background

Adult Education/Adult Basic Education in all counties of Georgia was authorized in 1964 when Title II-B of the Economic Opportunity Act provided funds for a statewide program of adult basic education through the State Department of Education. The passage of the Adult Education Act of 1966 greatly enhanced this effort. In 1969, through Sections 309b and 309c of the Adult Education Act, state directors of adult education in six Southeastern states acquired funds for a staff development project. The project, operated by the Southern Regional Education Board, permitted staff development activities to increase from a few top officials in each state to large numbers of local system personnel.

As the SREB project materialized, Georgia added persons in the State Department of Education, Adult Education Unit. Funds for further higher education institutional development in the area of AE/ABE training competencies also became a reality. Consequently, Georgia was divided into quadrants with one department staff member assigned to oversee each, thus decentralizing state administration of AE/ABE. One college or university in each quadrant was enlisted to serve staff development efforts in that quadrant.

This article addresses the activities and interactions within one of those quadrants, namely, the Southeast Georgia Quadrant in which Georgia Southern College in Statesboro was enlisted. That anyone fully anticipated the potential value of this cooperative arrangement is doubtful.

The Southeast Georgia Setting

In 1964, most of the Southeast Georgia counties began AE/ABE programs, and now that all of Georgia's counties are in compliance with the Civil Rights Act by court order, the expansion of AE/ABE programs is proceeding. This growth has created a sizable demand for persons capable to teach, supervise, and develop educational programs reaching the particular needs of the AE/ABE learner.

Students wanting to prepare for the G.E.D. test or for regular high school completion depend heavily on AE/ABE professionals. The TV high school series over the state educational television network is often used by the public schools as a base for directed studies programs for adults. AE/ABE learning labs utilizing individualized and/or programmed teaching methods and materials are becoming more prevalent. Teachers in these programs require assistance.

The organizational pattern adopted for AE/ABE programs varies with the area and its clientele. In southeast Georgia, a large school system currently employs nearly 30 persons to operate its AE/ABE program and has an adult high school for area residents. In sharp contrast are the many school systems employing one, two, or maybe three persons to conduct similar classes for but a handful of adults. In another organizational pattern, a multicounty AE/ABE district was created in the late sixties with a full-time administrator

servicing all school systems in the district. Such programs as these call for the use of adult education methods, techniques, and devices by direct effort or through referral to other existing AE/ABE programs.

In 1969, a quadrant advisory council was established and assisted in program planning and staff development. Membership included school system administrators, teachers, state department staff, and higher education staff. Council members became partners as they guided the development of quadrant activities through their insights and conduct of local AE/ABE programs.

Georgia Staff Development Process Model[1]

The model in Figure 1 is used to clarify the staff development process in Georgia. The broken lines outline the boundaries of the state. Within the state, the leadership and resources for AE/ABE staff development comes either from the State Department of Education, from public school systems, from the colleges and universities, or from related AE/ABE agencies. (See also Figure 2.) Each of these organizations includes an AE/ABE element represented by the shaded portion of each agency symbol. For maximizing development of the competencies for viable AE/ABE programs, these organizations and their AE/ABE components engage the dialogue and activities which continuously renew commitments, identify resources, and develop the leadership for ongoing AE/ABE programs. The dialogue and activities are expressed as two dimensional arrows in the model--two directional to emphasize the need for exchange of roles and feedback. The interaction of these agencies becomes the locus of most staff development activities in the state (the star). The remaining model element, the two directional arrows extending outside the circle, identifies the communication activities of Georgia organizations with regional and national resources.

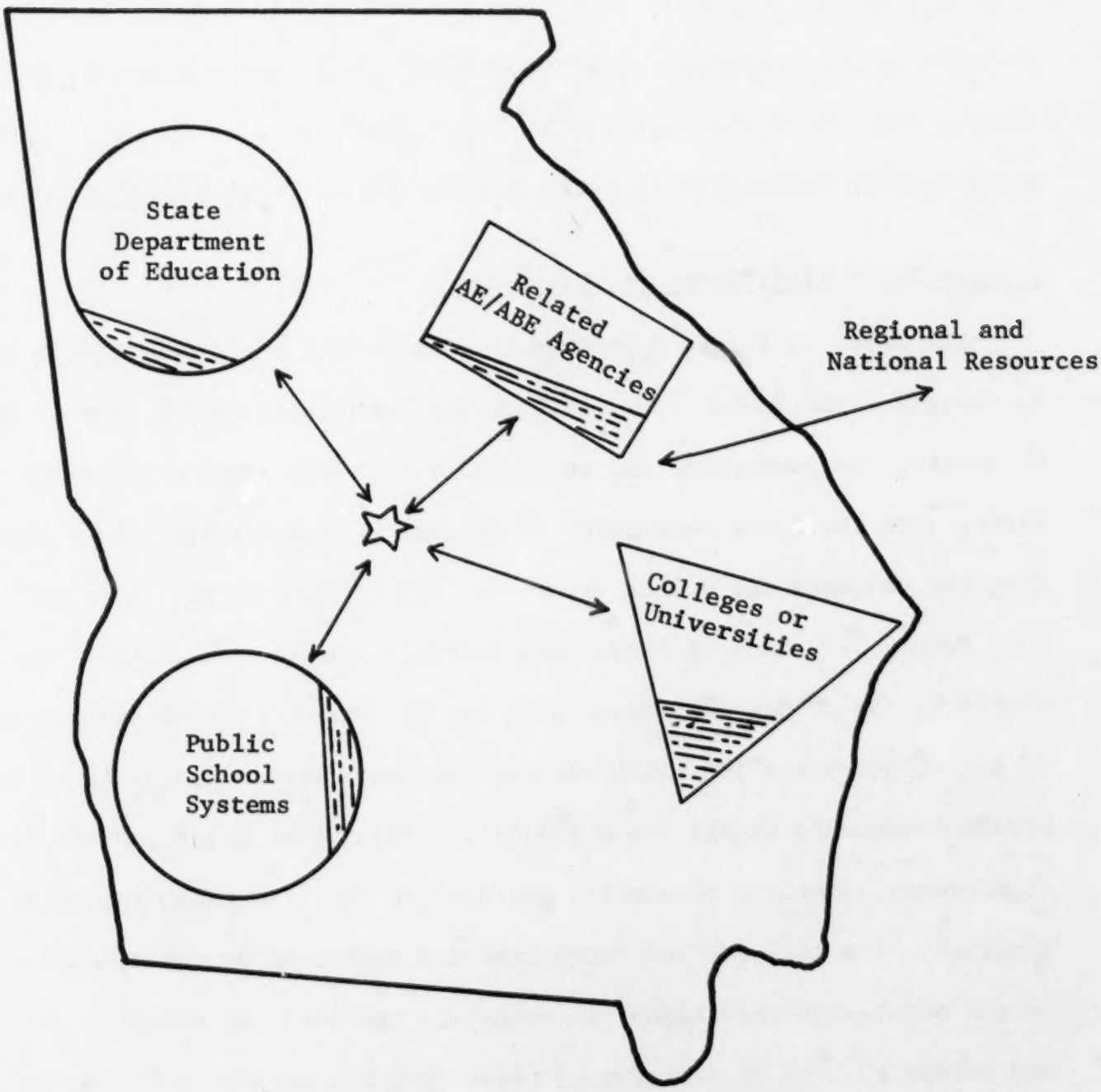

Figure 1 -- AE/ABE Staff Development Process Model

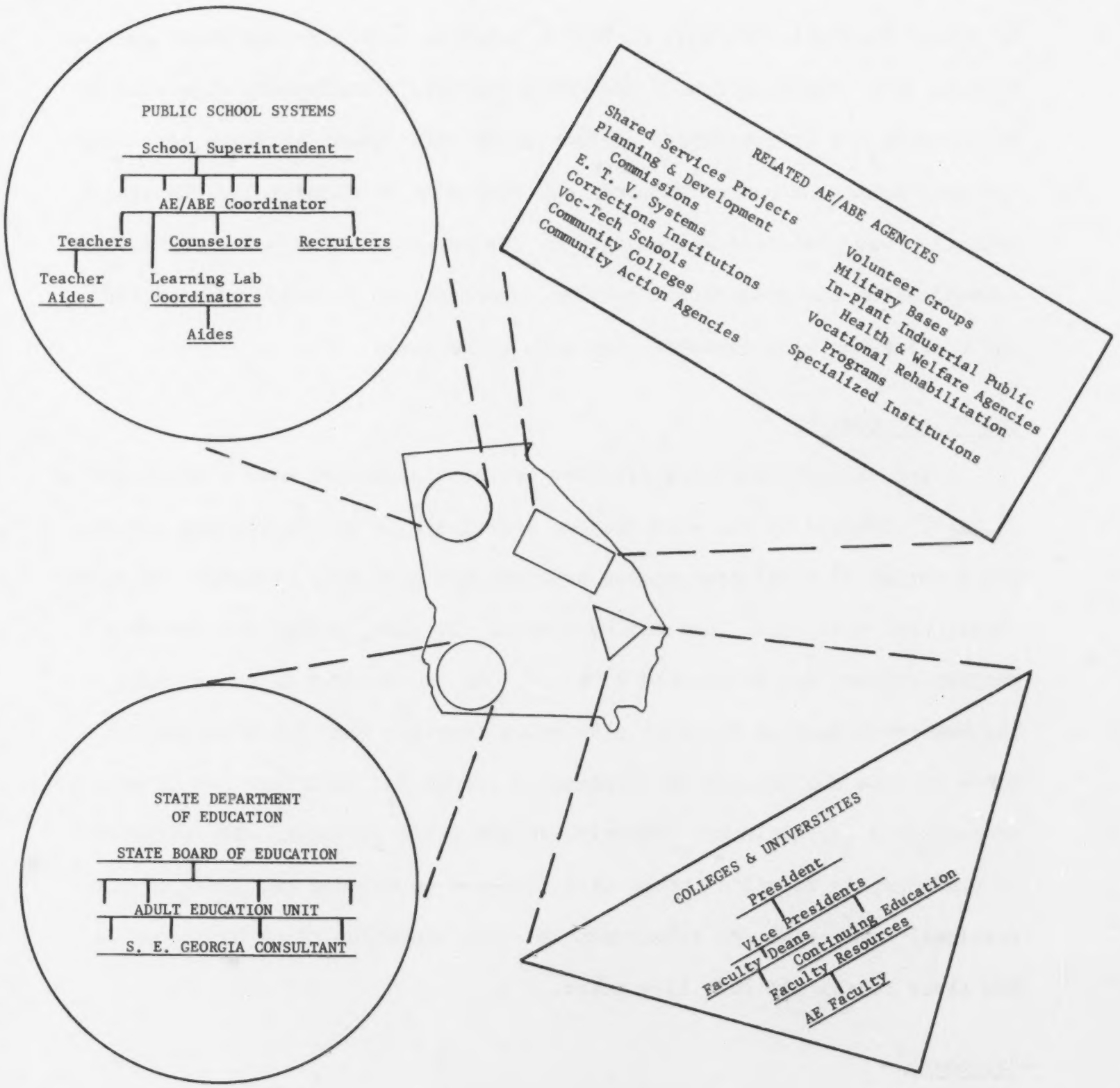

Figure 2 -- Organizational Structures in Georgia AE/ABE

This model can be viewed as a sapiential authority model. As described by Robert Theobald, "This is authority based on knowledge and which emerges through true communication."[2] Assuming the staff development objective is to maximize the effectiveness of each staff development activity conducted, the most competent human resources and heuristic facilities for the stated objective were selected and engaged in the process. This model emphasized communication and cooperation between organizations in order to identify and utilize the best resources for each given task.

The "Plan" Concept

A lot of staff training activity has been generated over a short period of time. Prodded by the SREB project activities, a systematic and anticipated series of staff development programs has gradually evolved. In other words, each unit, i.e. quadrant or similar division, state, and the SREB project region, has originated a "plan". As is the case in other units, the Southeast Georgia Quadrant plan draws together what has happened and makes visible the process of cooperative effort and efficient use of resources so necessary to continuous effective AE/ABE staff training. The addition of planning, it is anticipated, will continue to bolster the level of professional competence and commitment in adult education which has grown in the state during the past five years.

Rationale[3]

A "plan" may describe progress in developing training and guide future activities. In other words, a plan helps trainers and trainees to know what has been accomplished, what mechanisms exist to maintain those accomplishments, and what directions should be taken.

The Southeast Georgia Quadrant plan for AE/ABE professional staff development serves at least the following purposes:

1. training resources are identified
2. training activities are related to professional role behaviors
3. and the various staff development activities are viewed as interrelated phenomena.

Because most AE/ABE personnel are part-timers, little time or energy is available for professional growth experiences. This necessitates planning and conducting efficient and focused training sessions--focused especially on present needs however defined.

Objectives

The training programs in southeast Georgia stem from objectives which relate to the SREB project aims. Specifically included in the quadrant objectives are the following:

1. to establish close acquaintances with identified AE/ABE professionals
2. to mutually diagnose those professionals' needs
3. to build, conduct, and evaluate training sessions
4. to apply and evaluate AE/ABE professional personnel recruitment strategies
5. to promote the use of available consultants in AE/ABE training
6. to sell credit studies in AE/ABE
7. to construct, conduct, and critique credit and non-credit training content and method
8. to locate accessible and appealing sites for staff development sessions

9. to establish, operate, and evaluate special training projects in AE/ABE.

Related Components Of Staff Development Process[4]

The described quadrant objectives framework is, as previously indicated, related to the SREB project aims, i.e., higher education and continuous consultant capabilities, state department and local in-service staff development programs, and regional institute and technical services programs. Picturing a conceptual scheme for viewing the components of the staff development process in meaningful relationship is possible. The flow chart presents suggested relationships to be fostered for maximizing the returns of the agencies, personnel, and the staff development activities themselves. (See pages 22 and 23.)

The flow chart identifies behaviors to be internalized or improved and the persons for which those behaviors are most appropriate. In addition, the level at which responsibility for training reasonably lies is identified. Here, the classifications are quite general (state department, college, or local). Finally, for each specific behavior, the typical kind of training is suggested. Again, the categories are inclusive rather than exclusive types (P - practicum, V - visitations, W - workshops, C - credit courses, ALL - all types).

The flow chart is a representative sample of the major behaviors to be internalized and the means for conducting training activities. The list, which is not exhaustive, designates those with primary responsibility for behaviors and training. Primary is interpreted as initiating-type responsibility. Secondary responsibilities, however, would involve other listed

personnel. The scheme serves as a guide to the selection of staff development training activities to meet efficiently and effectively the needs of southeast Georgia's adult educators.

Products And Potentials For Transfer: What? Where?

The Georgia Quadrant Plan could probably serve as a model for organizing AE/ABE programs in any state. Obviously, it would not be accepted and applied without adaptations which take into account variations in setting, system structure, and communication/decision patterns. The purpose is simply that of improving the ongoing programs of adult education over the state through a threefold program of in-service education. This program is designed to develop competence to teach credit courses in AE/ABE in the four institutions of higher learning, to work with local school districts in a continuing program of in-service education for the AE/ABE program, and to build better cooperation between government agencies in providing services to the adult learner. A valuable by-product is developing college programs on a quadrant basis to provide continuing consultative help as well as training programs for the adult education programs in Georgia.

Perhaps some staff comments and illustrations would be in order. Many of the coordinators and teachers in southeast Georgia have expressed their pleasure in this type of organization. The comments range from "I get a chance to see somebody from the state office more often" to "The in-service and credit courses have been very helpful in strengthening local programs." Apparently, the cooperative relationship that exists between the State Department of Education and Georgia Southern College is very beneficial in developing the kinds of AE/ABE programs that are needed throughout the quadrant. The

SPECIFIC BEHAVIORS TO BE INTERNALIZED AND/OR IMPROVED	RELATED COMPONENTS OF STAFF DEVELOPMENT PROCESS: PERSONNEL FOR WHOM BEHAVIORS ARE MOST ESSENTIAL						LEVEL TYPICALLY RESPONSIBLE FOR TRAINING PROGRAM			MOST APPROPRIATE KIND OF TRAINING ACTIVITIES
	College Faculty	Consultant SDE	Coordinator AE/ABE	Teacher AE/ABE	Aide AE/ABE	Council AE/ABE	SDE	College	Local	
Promote & issue news releases and information publicizing adult education activities		x					/	/		P - W
Officially represent SDE		x					/			A L L
Identify & offer outside resources to meet training needs	x	x					/	/		V - W
Develop activities which promote broader adult education opportunities, i.e., superintendent meetings, adult education councils, community school projects		x					/	/	/	A L L
Negotiate and accept contracts or memorandums of agreement for internships, demonstration programs, research, staff development training	x	x	x				/	/		A L L
Develop grant applications for demonstration or training projects within selected systems	x	x	x			x	/	/		P - W
Foster and plan comprehensive program planning and training for large geographic units	x	x				x	/	/		A L L
Conduct institutes & workshops	x	x					/	/		W - P
Conduct credit classes	x						/	/	/	A L L
Set up demonstration projects	x	x					/	/	/	V - W
Visit agencies & local systems		x					/	/	/	V - P
Write professional material	x						/	/	/	C
Act as headquarters for scheduling, planning, and conducting area staff-training activities		x					/	/		P - W - C
Initiate new programs to meet discovered training needs		x					/	/		V - W
Be an example of continued professional growth by planned learning	x	x	x	x	x	x	/	/	/	W - C
Aid development of system plans		x					/	/		A L L
Accept county & separate system plans		x					/			P - W
Plan and announce annual schedule of training activities		x				x	/	/		P - W
Administrator official system reports, budgets, personnel requests, etc.		x					/	/		A L L
Utilize local personnel, methods, & materials in ongoing classes or activities	x	x	x	x	x	x	/	/	/	P - W

SPECIFIC BEHAVIORS TO BE INTERNALIZED AND/OR IMPROVED	RELATED COMPONENTS OF STAFF DEVELOPMENT PROCESS: PERSONNEL FOR WHOM BEHAVIORS ARE MOST ESSENTIAL						LEVEL TYPICALLY RESPONSIBLE FOR TRAINING PROGRAM			MOST APPROPRIATE KIND OF TRAINING ACTIVITIES
	College Faculty	SDE Consultant	AE/ABE Coordinator	AE/ABE Teacher	AE/ABE Aide	Advisory Council	SDE	College	Local	
Develop local system plans & schedules of in-service & pre-service activities			x				/	/	/	P - W - C
Request aid of SDE consultant and college personnel for needed assistance			x			x	/	/	/	P - W
Foster participation of personnel in local, state, regional, and national training and professional activities	x	x	x			x	/	/	/	A L L
Engage in personal sharing activities with colleagues	x	x	x	x		x	/	/	/	A L L
Forward requests for institute and workshop content	x	x					/	/		P - W
Participate in local system in-service activities for staff development			x	x	x		/	/		A L L
Aid local systems in developing staff training activities which build toward broad training objectives			x				/	/		W - C
Read and utilize published proceedings of workshops and institutes	x	x	x	x	x	x	/	/		W - C
Request and utilize outside technical services for activities having greatest need and widest application	x	x	x				/	/		A L L
Identify through surveys & field activities needs for technical services	x	x	x				/	/		A L L

ideas and information exchanged by the college and state department are considered very carefully by both parties before specific action is taken. Similarly, the college serves as a place of training for the state consultant in many ways, such as providing information on what has been done in other places on certain matters or what procedures seem to fit certain situations. Consequently, the consultant is given guidance in planning strategies for adult programming in the quadrant.

The state consultant is directly responsible for the AE/ABE program in the quadrant. He helps develop new programs, accepts and oversees budget administration, accepts new local personnel recommendations, and receives reports of local activities. With these responsibilities in mind, visits are made to all of the school systems in the quadrant to assess needs and wants from local AE/ABE coordinators, teachers, and adults. This information is shared with the college personnel and makes it possible to develop training courses or activities relevant to the needs and wants of the people. The state consultant, therefore, represents an information channel between the local adult personnel and learners and the college.

Several specific products and potential outcomes of the quadrant interactions have been evidenced. Although reference to them has been made, some of the more prominent products are enumerated as follows:

1. An increase in AE/ABE enrollment has occurred.
2. A quadrant plan for staff development is being developed and revised.
3. Adult education teacher certification standards have been approved for Georgia.
4. A master's degree in adult education at Georgia Southern College has received approval from the Georgia Board of Regents.

5. A monthly AE/ABE newsletter is distributed in the quadrant through Georgia Southern College.
6. The First District Shared Services Program added an AE/ABE specialist to its consultant staff to work with school systems in the First Congressional District.
7. AE/ABE advisory committee members have represented the quadrant in state and regional staff development and professional association activities.

Similarly, many potential outcomes are becoming visible, such as:

1. Selected public school systems may cooperate in intensive field laboratory experiences and projects which establish stronger programs and test staff development activities.
2. Summer workshops in ABE on specialized topics are scheduled in the state for 1971. For example, Georgia Southern College and Albany State College (from another quadrant) will co-host a learning center operators' workshop. This thrust could be continued in future years.
3. A demonstration learning center may be developed at Georgia Southern. It could serve as a statewide training resources center.

These lists of products and potential outcomes could be extended. However, they do point out benefits of the quadrant plan concept.

By way of overview, the staff development process for AE/ABE in Georgia can be described according to organizational structures and the relationships between these structures. The primary organizational structures are the State Department of Education, public school systems, colleges and universities, and related AE/ABE agencies. A lot of activity in adult programs

has been generated over a short period of time. The Southeast Georgia Quadrant Plan draws together what has happened and underlines the process of cooperative effort and efficient use of resources so necessary to continuous and effective professional staff training and development. The addition of a plan and planning will continue to enhance the level of professionalism in adult education which has grown in Georgia during the past five years.

NOTES

[1]Brent Halverson and Hilton Bonniwell, ed., "Southeast Georgia Quadrant AE/ABE Staff Development Plan, 7/1/71-6/30/72" (unpublished planning document, Georgia Southern College, 1971), pp. 13-15.

[2]Robert Theobald, An Alternative Future for America II (2nd ed., Chicago, The Swallow Press, Inc., 1970), p. 76.

[3]"Adult Education Staff Development Plan for the State of Georgia" (unpublished document, Adult Education Unit, Georgia State Department of Education, 1971), pp. 3-4.

[4]Halverson and Bonniwell, eds., "Southeast Georgia Plan," pp. 17-19, and "Adult Education Plan for Georgia," pp. 5-6.

Cooperative Efforts In Developing Plans For The Adult Basic Education Program In Alabama

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Introduction

The development of any program on a statewide basis is a complex network of plans, stages, steps and actions--all interrelated and vital to the success of the program. The development of the Alabama adult basic education (ABE) program was no exception. During the past five years, the program has progressed through at least two distinct stages and is presently in the midst of the third stage. Each stage is more complex than the preceding stage, with interactions of staff and "grassroots" personnel more numerous and important. This article will attempt to trace the development of the ABE program in Alabama, spotlighting the events leading to the cooperative efforts and total involvement of the ABE personnel, state ABE personnel and university personnel in planning ABE programs.

Initial Stage

The genesis of adult basic education in Alabama is unclear. Until the middle of the last decade, however, adult basic education in Alabama was

confined primarily to volunteer classes conducted by members of the Federation of Women's Clubs of Alabama. Even though the classes were few and the volunteer teachers unpaid, these gallant ladies were gaining valuable knowledge of the adult learners and insight into the needs of the illiterate and the undereducated adults in Alabama. This information would prove even more valuable in establishing the present adult basic education program in Alabama.

"Funding of Adult Basic Education, especially by the federal government, has led to the involvement of many state departments and local school systems which previously lacked staff resources in Adult Education."[1]

Dr. Paul Sheats' comments aptly summarized the involvement of the Alabama State Department of Education in adult basic education. When federal funds were appropriated for ABE in Alabama, Dr. Austin Meadows, then State Superintendent of Education, and Mr. Norman O. Parker, also of the state department, met with the Executive Committee of the Federation of Women's Clubs to gather information on the types of classes being conducted, target population and needs of the learners. The information provided by the federation through the planning sessions led to the development of the Alabama State Plan for Adult Basic Education. Robert Luke has said, "While each program agency may inter-depend with others in the total structure of adult education, each has its own history, its own clientele, its own administrative pattern, and--to some extent--its own professional society."[2] This new ABE program expanded from the cradle of the federation and united with federal funds to reach many adult learners.

The state was quick to respond. Professor Herman T. Pruett of Auburn University, in cooperation with the State Department of Education, initiated

adult education training for teachers in Choctaw County, Alabama, while training of state department personnel and other key ABE personnel was conducted at regional training institutes by universities utilizing U.S. Office of Education (USOE) funds.

Developmental Stage

Using the state plan to govern the operation, the State Department of Education began looking to superintendents, supervisors and teachers for ideas on initiating ABE programs in the state. The concept of cooperative planning was prevalent even in the program's infancy. This concept bears out one espoused by Malcolm Knowles:

> "There seems to be a law (or, at least, a tendency) of human nature that goes like this: Every individual tends to feel committed to a decision (or an activity) to the extent that he has participated in making it (or planning it)."[3]

In order to have people committed to the program it was necessary to involve them in the planning. During this time it must be remembered that very few indeed, if any, teachers in Alabama had formal training or college course work in adult basic education. A whole new field was developing and it was necessary to make as strong a foundation as possible.

The purposes of the planning sessions involving the superintendents, supervisors, teachers and state department personnel were to:

1. Survey the situation that was to be changed or improved;
2. Translate the educational needs of the target population into educational objectives;
3. Plan for learning experiences and their implementation to achieve the desired objectives;

4. Plan for the evaluation for the accomplishments of the program.

Because of the lack of experience of the personnel who would be administering the programs and those who would be teaching in them, it was necessary to plan and conduct workshops throughout the state in an effort to assist local school systems in initiating an adult basic education program. Representatives from publishing and equipment companies assisted in the initial efforts to acquaint the systems with adult education materials and hardware. During this time, some personnel attended teacher training institutes and gathered many ideas and materials in working with disadvantaged adults. Later these teachers, local supervisors and state personnel made plans for pre-service and in-service workshops for those systems that would begin ABE programs in Alabama. The pre-service workshop dealt with general information about adult learners. The general information was also carried over into the in-service workshops.

Even though the initial workshops were well received and seemed to generate enthusiasm for the program, the efforts were not enough. Teachers needed to know more theory, more methods and techniques for teaching adults.

It was about this time (1969) through funding from the State Department of Education (SDE) and the Southern Regional Education Board (SREB) that Auburn and Alabama State University began offering formal courses and institutes for training adult basic education teachers. During the first year of formal adult education courses, the universities tried to reach as many different ABE teachers as possible with two-week institutes and formal courses. The success of these initial efforts was gratifying but there were many ABE teachers who did not participate in these educational experiences.

The SDE, in the meantime, had been utilizing the expertise of those teachers and supervisors who had taken formal adult education courses. A group of 14 ABE teachers and supervisors, the State Department of Education ABE staff and an SDE reading consultant met and worked vigorously to develop a curriculum guide to be used by the ABE teachers and supervisors statewide. The state planning group, with a slight change in composition, was utilized to establish and implement the plans for the Southern Regional Education Board project in Alabama. With the implementation of the SREB project, a small amount of the developmental stage of Alabama's planning remained and was extended into the expansion stage.

Expansion Stage

By the time the program in Alabama reached this point, it was quite obvious that the most effective programs in ABE are those developed through the cooperative planning of local, state and university personnel. Total involvement of personnel from the "grassroots" level through the top echelon of the SDE is the key to successful planning.

There are many factors which contribute to conditions conducive to cooperative planning efforts. One such factor, and a major strength in planning, is the common learning experiences of the personnel involved. Halpin states that similar learning experiences are related to similar perceptions which in turn are related to similar actions.[4] In program planning, theoretical concepts are often based on the perceptions of experts; consequently, the primary concern in the cooperative efforts of planning in Alabama has been the fact that by similar learning experiences, the planners are able to look at the problems to a greater depth than others without similar learning experiences.

There are numerous agencies that have provided opportunities for common learning experiences. One such agency is SREB. It has provided numerous workshops, seminars and funds for summer institutes that have provided common learning experiences for personnel at all levels. Two outstanding seminars were held in 1970 at Daytona Beach, Florida, and New Orleans, Louisiana. These seminars were designed to provide in-service training and planning experiences to foster the professional growth of state departments of education, university and local AE/ABE staff members.[5]

One of the more recent SREB workshops, conducted in February 1971, was concerned with the planning of in-service workshops. During the three days of the workshops, the participants, using adult education techniques, were actively engaged in all phases of a workshop and they extracted generalizations which were used in their own situations. The technique of involvement of the learner was much more effective than if Dr. Knowles had outlined, through a lecture, the various steps of "how to set up a workshop".[6]

Summer institutes sponsored by SREB and the Alabama State Department of Education have provided not only formal course work but interaction and the sharing of ideas of participants, many of whom have, since their first adult education experiences, gone into leadership positions in local programs.

Formal adult education courses offered in state universities have reached hundreds of teachers, supervisors, directors and state department personnel as well as junior college personnel and university undergraduates and graduate students. These "core" courses in adult education have provided the participants with a common base from which to work in planning efforts. There

have been more than 956 enrollees in adult education courses at state institutions during the past two years.

The participation by ABE personnel has been equally phenomenal in state workshops and summer institutes. In ten spring workshops held during a two-year period, more than 1,000 participants have shared experiences. Many of the participants in the first year of workshops also participated in the second workshops held this year. The major point is to show that an increasing number of the ABE teachers and supervisors are participating in the workshops.

A second major factor which contributes to conditions conducive to cooperative planning is recognition and utilization of the expertise found in ABE personnel at all levels.

A planning committee composed of the SDE ABE staff, university adult educators, graduate assistants, ABE teachers and supervisors from all geographic areas of the state, has been established to plan and revise plans for the state's adult basic education program. This committee has been functioning for two years and is continuing its duties throughout the rest of this year. It has worked at revising the state plan for 1972 with further refinements made at the SREB workshop in May, 1971.

In planning for the spring workshops, university personnel utilized the expertise of area ABE supervisors, local supervisors, local teachers and state department personnel. Underlying this more cooperative effort was the involvement of the personnel the spring workshops affected. All ABE teachers and supervisors in the state were contacted and asked to respond to a questionnaire relating local needs and problem areas that needed immediate attention and areas that needed attention for the 1971-72 year. An

amazing 67 percent returned the questionnaires with extremely useful information for planning the workshops. After the results of the questionnaires were tabulated, planning sessions involving key teachers, supervisors, SDE personnel and university personnel were held. The workshops were designed to meet the needs expressed by all personnel in four geographic areas of the state. More than 75 percent of the ABE teachers and supervisors in the state participated in the workshops. This high percentage of participation indicates the willingness of teachers to participate in activities in which they have had a part in planning.

As the ABE program expands in Alabama, more plans are necessary for execution and evaluation. The plans must have flexibility which allows them to be adapted to local situations. The State Department of Education is operating on the assumption that good planning depends on three factors--namely: personnel for (1) planning, (2) execution and (3) evaluation. These factors involve personnel. With more personnel with similar learning experiences, then similar perceptions of problems should lead to a better and more comprehensive ABE program in Alabama.

NOTES

[1]Paul H. Sheats, "Introduction," in Smith, Aker and Kidd, eds., Handbook of Adult Education (New York, MacMillan Company, 1970), p. xxviii.

[2]Robert A. Luke, "The Development of Public Support for Adult Education," in N. C. Shaw, ed., Administration of Continuing Education, (Washington, D.C., NAPCAE, 1969), p. 13.

[3]Malcolm S. Knowles, Modern Practice of Adult Education, Andragogy versus Pedagogy, (New York, Associated Press, 1970), p. 42.

[4]Administrative Behavior in Education, Ronald R. Campbell and Russell T. Gregg, eds., (New York, Harper and Brothers, 1957), pp. 178-84.

[5]Southern Regional Education Board, Joint Conference Report, (February, 1970), Seminar Report, (May, 1970).

[6]Southern Regional Education Board, The Planning of In-Service Workshops, (February, 1971).

Staff Development In Adult Basic Education
A Cooperative Effort Between County And University

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Florida's State Plan for staff development under the Regional Staff Development Project provided for a near ideal working relationship between the university and a county's adult education program. The unique feature that did much for the cause and effect was the provision for a full-time staff position at the local level to develop an in-service teacher training program in conjunction with a university. The Department of Education, the university, and local program adult education administrators and teachers had long known of the so-called communications gap between their three respective agencies relative to staff development in general and teacher training in particular. Indeed the project was conceived to help fill this void. The new position, a kind of liaison planner, would allow a person to devote full time to planning and coordinating teacher training between the county and university.

Mounting interest and enthusiasm and expanding in-service training in the period of a little more than a year since this position was filled would appear to indicate it has in some measure provided the missing link needed to successfully bridge the gap between university and county. In any event,

this seems to be the case in Tampa where the project is considered to have made a significant impact. Hillsborough was one of two counties selected for this more or less experimental approach because of the size and diversity of its adult education program, because of the cooperative attitude of the administration, and because the University of South Florida, with a representative of the project on the faculty, is located there.

The spirit of cooperation was manifested early when the director of adult education included the University of South Florida faculty representative on the screening committee to evaluate applicants for the position of adult education staff development coordinator. The person selected was completing his master's degree in adult education at the University of South Florida, and had already begun to establish rapport with members of the faculty.

Shortly after his appointment, four learning specialists joined the county adult education staff. Their job emphasis was to assist teachers in the areas of English, social studies, math, and science. With more than 80 Adult Education centers in the county, it soon became evident to the staff that coordination of their teacher assistance and training efforts was a "natural" within the umbrella of staff development. The new coordinator assumed this responsibility along with the development of the overall plan for adult education staff development in the county.

Through hasty but frequent exploratory brainstorming sessions between the director of adult education, the staff development coordinator, and the university faculty representative, a revised and expanded job description for the staff development coordinator evolved. In addition, and closely

related to the job description, tentative guidelines were established to initiate a short- and long-range staff development plan for the county. One such guideline was the decision to involve as many key people as possible. An ad hoc committee made up of the director, two supervisors, two coordinators, four teachers (learning specialists), the university representative and staff development coordinator was established to assist in the formulation of a plan. The coordinator usually called and chaired the informal meetings which provided much input for his planning process. Members of the committee also met separately on occasions to work out in-service problems--such as scheduling, credit or non-credit offerings, but reassembled for coordination at least once a week for the first two months of initial planning. The staff development coordinator and university representative have met on an average of once a week since the inception of the program.

The plan that evolved was many faceted but sufficiently flexible to accommodate the demands of a changing, dynamic county adult education program. It involved virtually every teacher and administrator in the county to some degree and in some manner. While much is still unwritten it essentially delineates the procedures (how will it be done) and responsibilities (who will do it) of what will be done.

During the spring of the first year of the project (1970) a survey of the 316 adult teachers in-service training needs was made by the director of adult education to determine what will be done. While this process was not new, the adult education administration had been for some time heavily oriented to teacher training, it was the first time the survey was made when sufficient capability was available from the nearby university.

The result was the planning for and eventual implementation of a six-week credit workshop in the summer on curriculum and materials development in adult general education (includes adult basic education) involving 59 teachers. The following summer (1971) the program was expanded to include three different credit courses (two outside the adult education department) involving 100 teachers. The director of adult education, the coordinator of staff development and the university representative collaborated to obtain the services of a reading specialist and two curriculum specialists from the university.

Credit courses have been conducted off campus at one of the adult education centers in the county each quarter for the past two years. A schedule of courses has already been approved for the coming year. The enrollment average is between 25-30 persons--mostly teachers in the Hillsborough County system.

The non-credit individual and small group teacher-training sessions conducted throughout the county by the learning specialists, staff development coordinator, university representative and other county and state adult education administrators and supervisors are too numerous for an exact count, but the coordinator has on record some 435 such contacts and sessions for the past fiscal year. The sessions involve a variety of mixing of the above personnel to accommodate the many specific needs. From the above, it can be seen that the coordinator has a tremendous job of logistics and strategy in order to keep the communications lines open and maintain a semblance of order.

The county, under the leadership of its present director, has always had one of the strongest in-service teacher-administrator training orientations in the state. Much of the cooperation experienced was a foregone conclusion. The director is in the process of completing his doctorate. Seven of his administrators and an undetermined number of his teachers have just completed their master's degrees in adult education within the past year at the University of South Florida. Virtually all of his teachers who have been in adult education for at least a year have had a course in adult education. Dozens are working on their master's in adult education. The attrition rate of his teachers is probably the lowest in the state. The director and university representative have been professional colleagues in adult education for 20 years, working closely in a county-state relationship for 14 years, and county-university relationship for the past two years. These facts are not meant to deny the impetus provided by the regional project or the efforts of anyone involved, they are merely to indicate that a desirable climate already existed and that considerable time and effort normally expended in establishing such rapport could be directed to advantage elsewhere.

The local capability of Hillsborough County as a result of the project impetus, including the superb county-university relationship, has reached the point where a minimum of contact, especially in terms of planning, is necessary between the county staff development coordinator and university representative. While credit courses and non-credit workshops and short in-service conferences still should be in the offing, it is doubtful that the time-consuming, continuing consultant function would be most expeditiously used in this county. It is too vitally needed in counties in the process of initiating and developing in-service training programs.

It is apparent from this experience that a full-time staff development coordinator is a real asset in assisting with the upgrading of staff at the local level. This is particularly true in identifying specific needs of teachers and interpreting these needs to the university and others who may be called upon to help. The local staff development coordinator could indeed be the key to realistic and satisfying staff development in adult basic education.

SECTION TWO:

THE RESULTS OF PLANNING

The Development Of Adult Basic Education Capability In Institutions Of Higher Education In Mississippi

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Adult basic education capabilities at institutions of higher education in Mississippi have evolved primarily within three institutions--Jackson State College, Mississippi State University, and the University of Southern Mississippi. The unique aspect of this development has been the combination of (1) areas of specialization within each institution and (2) the geographic location of the institutions involved. In order to describe this development more fully, the programs of the three institutions have been presented separately.

Jackson State College

Jackson State College, located near the center of the state geographically, is able to conveniently serve teachers located there. The adult basic education responsibility has had as its major emphasis the training of new and inexperienced teachers. Plans centered around giving teachers insight in the adult basic education classroom so that they might better deal with adult students.

Graduate Studies Program - A program exists whereby students may gain a master of science in administration and supervision with emphasis in adult

education. With two prospective professors in adult education, the consent of the graduate council for establishing a department of adult education is being sought at this time.

A general adult education class, Community Organization, is being offered on the undergraduate level with the idea that it will introduce adult education as a possible field of study to the undergraduate student.

Courses are offered on a regular basis that relate adult education to content area subjects. Students enroll in these classes as part of a graduate study program and for self-improvement and certification. The class composition is not limited to adult basic education teachers. The classes also include representatives of industry, Army personnel, Headstart personnel and school principals. Common problems are identified and ideas are shared.

Jackson State College is privileged in being able to use the facilities of the Adult Basic Education Curriculum Laboratory of the Jackson City Schools. This curriculum laboratory is located very near the college campus, and can be utilized by the adult education staff. Graduate students visit the classes held in the lab during the day so that they might gain firsthand experiences in teaching the adult student. In August, one student received a degree and is planning to do advance graduate work in adult education.

Training for New and Inexperienced Teachers - An institute was held July-August, 1970, for new and inexperienced teachers of adult basic education. Teachers, who had no training or a very minimum of training in working with the adult students, participated. All areas of the state were represented by the participants. The teachers involved in the institute were

exposed to problems that might be encountered in the classroom, and were made aware of available materials and the content that is used in the program.

Following the institute, teachers were asked to indicate needs they felt still existed so that further training might be planned. They indicated a need for additional help in acquiring the skills needed for teaching reading. A two-day follow-up workshop was held eight months after the institute. The participants discussed how meaningful the initial training had been and received additional instruction in the teaching of reading. Methods were discussed for preparing the new and inexperienced teacher to instruct adults in a meaningful way.

Relationships with Other Agencies and Organizations - The staff has provided continuing consultative services to the local programs whenever it is needed. Teachers who participated in the training institute have been encouraged to take advantage of the services available to them. The staff has assisted the participants in problems they have encountered, and as a result the staff has attempted to adjust the contents of the various course offerings.

Contacts have been made with local programs. Rapport has been established between the college and local programs and teachers. Assistance has been offered programs that are funded by means other than the Mississippi State Department of Education. These programs involve working with the adult education staff, also.

Mississippi State University

The adult basic education activities at Mississippi State University have centered around three main areas: (1) the development of a graduate

studies program in adult education, with adult basic education being a major component, (2) providing training for experienced ABE staff members, and (3) developing communication channels and working relationships with other agencies and organizations which can make positive contributions to the ABE program.

Graduate Studies Program - Although the graduate studies program includes education in other areas of adult education, ABE has played a significant part in the development of the program. Courses have been offered both on campus and off campus in order to provide local ABE staff an opportunity to increase their capabilities in the program, and to enable local teachers and supervisors to acquire sufficient graduate credit to meet forthcoming certification standards in adult education in Mississippi.

One of the greatest benefits to the graduate studies program has developed through the interchange among the instructor and students in the graduate class. Through this interchange, the instructor has been able to upgrade some course content as a result of the experiences of the ABE staff members who have been enrolled in the graduate courses. The success and failures of local staff in past attempts to implement ideas developed in class have been most helpful in the development of follow-up efforts to further improve local programs.

Two former ABE teachers have completed their studies for a master's degree with a major in adult education. Each has joined the staff of a community college within the state and has been assigned a major responsibility for developing the adult education program within that institution. In addition, other local ABE program staff members are pursuing the master's

degree or certificate of specialization (master's plus 30 hours) with a major in adult education. Through these efforts, it is hoped that qualified individuals will be available for leadership positions in the ABE program in Mississippi when the opportunity is provided.

Training for Experienced ABE Teachers - The staff of the graduate studies program has provided continuing consultant services to local ABE programs whenever they have been needed. Much of this assistance has been in the areas of program evaluation, testing, placement of students, and recruitment.

In addition, in 1970, a training institute for experienced ABE teachers and supervisors was held at Mississippi State University. The participants were selected, to the extent possible, on the basis of their place of residence so that each of the four geographic quadrants of the state were represented. Each of the participants in these groups was then provided education and training in one specific area of the ABE program--reading, counseling, administration, etc. This was done in order to assure that there would then be individuals within that quadrant qualified to lend assistance to the local staff who needed to solve that particular problem. Not only did this provide trained personnel who were already at the local level of program operation, it enabled the university and state department staff to "extend" their resources and expertise to a much wider geographic area within the state.

Relationships with Other Agencies and Organizations - During one of the off-campus courses, group reports concerning adult education activities were being presented by students in the class. One group, comprised of staff of the Cooperative Extension Service, described a relatively new activity for working with disadvantaged adults entitled "The Nutritional Aides Program."

During the discussion which followed, some of the ABE teachers in attendance expressed a desire to follow up with the extension agents on this program. They believed that the extension aides were in contact with people in need of adult basic education. Follow-up activities proved they were correct and in at least one county, the aides began to encourage the participants in their program to enroll in the ABE program. In successive activities with both the Cooperative Extension Service and the ABE program staff, the coordinator of the graduate studies at Mississippi State University has encouraged each agency to assist the other whenever possible in their mutual endeavors to provide assistance to the undereducated adult.

In addition, the adult education staff at Mississippi State University has assisted in the planning of adult basic education programs for the Mississippi Band of Choctaw Indians. Agencies involved in this cooperative effort included the Mississippi State Department of Education, Bureau of Indian Affairs, Mississippi State University, Choctaw Indian Agency, and the Mississippi Band of Choctaw Indians.

The University of Southern Mississippi

The University of Southern Mississippi is recognized throughout the state for its outstanding Reading Center. Staff members of the Reading Center are cognizant of the need of training teachers in instructing reading in adult basic education classrooms. Plans were made to utilize the staff of the Reading Center in training adult basic education teachers in the specialized skills of reading.

The location of the institution places it in a strategic position to serve the teachers in the entire southern portion of the state.

Graduate Studies Program - There is not a degree program offered in adult education, and plans do not call for development of such a program. Through graduate courses offered by the Reading Center, teachers may become knowledgeable of the reading skills needed by adults in the basic education classrooms. Teachers may take these courses for self-improvement or they may use them for meeting certification requirements in the future.

The Education Department also offers courses in adult education. These are general adult education courses, but emphasis is given to adult basic education because of the interest that has been shown.

Training of Teachers - The Reading Center developed a Reading Materials Resource Center for Adult Basic Education. This resource center will be maintained and housed in the facilities of the Reading Center and is available for teachers throughout the state. Materials can be taken to various programs for demonstration purposes, and the center will be available for teachers from programs in the area.

A Handbook for Teachers of Reading in Adult Basic Education and a Book of Readings for Teachers of Reading in Adult Basic Education were produced by the staff for each teacher in the ABE program.

A student, who formerly worked in adult basic education, has received a bachelor's degree, and is now enrolled at another university pursuing a master's degree with a major in adult education.

An institute was conducted for thirty (30) teachers in June, 1971. All sections of the state were represented by participants. The participants were trained in the area of reading for adult basic education. Some of the participants were to become members of the training teams that were being

developed at Mississippi State University. All participants were trained to develop in-service programs in reading and were prepared to assist in local in-service training programs.

Other Services - The staff has assisted various programs in their in-service training sessions. Personnel has been provided to assist programs in establishing and improving their reading programs. Demonstrations are given and evaluations of programs are made.

From working in the field with various programs, the university has been made aware of the needs of teachers that can be provided through campus courses and off-campus seminars. After visits to local programs, the services offered by the Reading Center are brought "in-line" with the situations found in the classrooms.

Conclusion - Through the cooperation of these institutions training has been made available to the adult education teachers of Mississippi. The training received by most of these teachers would have been limited or non-existent without the services offered by these institutions because it would not have been available in their location.

Local programs can ask for assistance from the State Department of Education, university staff members, or other programs because of the development of trained staff members. There are teachers, within each local program, with some training, who are now capable of offering leadership to the untrained teachers in their program.

The State Department of Education staff secures assistance from university staff members and local program personnel in conducting workshops and conferences in the various geographic areas of the state. This alleviates

the need of having to look to other states to furnish the needed program personnel for training sessions.

A very valuable service is provided by these institutions in certifying teachers in adult education. Certification will be required in September, 1973, for all full- and part-time teachers in adult education programs. These requirements can be met through courses and seminars on and off campus.

The Development And Refinement Of A Delivery System For Local ABE In-Service Training In South Carolina

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Introduction

During the past two years, greater emphasis has been placed on the development of all levels of leadership in adult basic education. Efforts in staff development have been stimulated by funds made available to the state of South Carolina through a regional ABE grant administered by SREB.

Purpose

While all phases of staff development have been analyzed utilizing these funds, particular emphasis has been placed on developing the local capability to provide quality in-service opportunities for local ABE personnel (teachers and administrators). In this article we will be discussing an approach to meeting the ever-growing demands for such training. Specifically, it is our intent to describe the historical evolvement of the mechanism to provide staff development activities in South Carolina with special reference to local in-service training. The original plan for the delivery system, how and why it was modified, and future directions will all be included in this brief discussion.

Historical Evolution

Initial Design

In 1968 plans were conceived to more adequately meet the needs of local personnel in providing quality ABE instruction. The plans focused on the use of specially trained teams of teachers/administrators who could serve as resource personnel within a geographical district of the state. Each team would be composed of individuals competent in the specialized areas of ABE--communication, computation, and social living skills. Each team would be on call to provide the special types of training identified by local ABE program personnel. All or part of the team could be utilized in in-service activities dependent on the type of request received from local programs.

Training for the teacher-trainers was accomplished through two institutes held in the summer of 1969. These institutes focused on developing competency in the knowledge components of each of the specialized areas. Relevant knowledge for the areas was compiled in a resource book for teacher-trainers. This resource contained a synopsis of information on the various topics, recommended techniques for teacher-training, and appropriate resources for the topical areas.[1]

Tentative assignments were made for the 90 institute participants into ten teacher-training teams. Post and follow-up institute evaluations revealed that the majority of participants believed additional training would be required before they felt qualified to conduct in-service training. This feeling might, in part, be explained by the emphasis placed on the knowledge component of the various topical areas rather than the practice component of utilizing

that knowledge in in-service activities. Consequently, only a handful of participants felt qualified to conduct the training.

First Year Activities

For all practical purposes, only about five teams were active in in-service endeavors in the 1969-70 year of operation. Many were used in local training efforts, while most were utilized as resource people for the four field courses established by the University of South Carolina. The evaluation of the team members' performances was generally favorable. Two factors militated against the use of the teams (individually and as groups) as trainers. First, most local coordinators continued to call upon the state ABE staff to provide "canned" programs of in-service. These coordinators were either unaware or unwilling to utilize the training teams for in-service activities. This situation was further complicated by the fact that much of local in-service training had been accomplished prior to the establishment of an adequate assignment system for the training teams. Second, administrative considerations militated against the effective use of the team members. In-service was often held at times when trainers were not available due to distance, travel time or conflicting schedules. Another administrative item (funding for time spent and travel expenses) was not solidified early enough in the year.

First Year Evaluation

Thus, the teaching teams enjoyed only limited success during the first year of operation because of perceived training deficiencies, lack of local acceptances of the teams as teacher-trainers, and various administrative complications.

What was learned from the first year's experiences using teacher-training teams? Apparently several factors:

1. Experiences in gaining knowledge about specific topical areas by trainers is insufficient to guarantee quality in-service.
2. Selection of teacher-trainers must be based not only on their ability to comprehend a body of knowledge but their ability or capability to translate that information into meaningful in-service activities.
3. Teacher-trainers must be somewhat familiar with planning techniques for in-service in addition to implementation techniques for in-service.
4. Local coordinators must be informed and sold on the utility of teacher-trainers available.

These factors provided the incentive to modify the second-year design for training teacher-trainers.

Second Year Design Modifications

To provide more extensive training experiences for trainers, a second institute was held at South Carolina State College in the summer of 1970.[2] This institute was designed to promote or refine the skills needed by trainers to assist both in the planning of local in-service activities and in implementing such plans. Participants were screened more closely and selected on their ability or capability to work with local programs in planning and presenting in-service activities. Many of the participants had proven themselves the previous year as trainers while others appeared to possess the necessary potential.

Emphasis in this institute focused on the methodology of planning in-service in conjunction with local program personnel and in refining presentation skills through micro-teaching experiences. These problems became the foci for preparing instructional units by each trainer. The video tape recorder (VTR) was used extensively to tape the units and provide feedback to trainers about their instructional behavior. Each teacher presented the units twice before the camera.

A local coordinator and representatives of his staff were interviewed to help determine what training needs were most crucial and to establish priorities for these in-service needs. Teams, representative of all content groups, reacted to this interview and developed what they thought would be a comprehensive training program for this particular ABE program. Thus, this institute utilized what had been gained from the previous year's experience to prepare teacher-trainers in a more comprehensive manner.

During the annual coordinators' conference, the coordinators were informed of the availability of the teams for in-service. They were also strongly urged to utilize them in planning for the coming year's training activities. What they were not told is the mechanism for obtaining these services (a question unresolved by the in-service planning staff at this time). A tentative mechanism was proposed--local coordinators would make their requests known to the four area supervisors on the state ABE staff.

Second Year Activities

Requests for in-service assistance were channeled to the area supervisors who made tentative selections of teams or team members to provide in-service activities to local programs. A substantial increased use of trainers was

noted (but still not to the degree expected). Little preplanning by trainers with local program coordinators was evident due to administrative problems. The trainers often could not be freed from their local ABE responsibilities to assist the local program in planning. Time and distance precluded this preplanning in many cases. In other situations, local coordinators perceived the trainers as implementors, not planners (a recurring problem from the first year). In other cases, local coordinator preferred the time-tested method of bringing in state staff to handle the in-service training.

One other development requires consideration. The untimely illness of the college instructor in adult education required the extensive use of trainers as resource persons in three graduate adult education courses. The evaluation of the trainers' efforts by the participants was highly favorable. Thus a potentially difficult situation was alleviated by the timely and effective use of existing training resource personnel.

Second Year Evaluation

1. While local in-service and extension/campus course involvement increased during the second year, the full utilization of trainers has yet to be achieved.

2. Resistance to using trainers as planning resources still exists (either overtly or covertly).

3. A modification in the handling of in-service requests was instituted during the second year. All requests are now channeled to one individual on the state staff. This individual is personally aware of the qualifications of each trainer and makes recommendation for appropriate trainers to meet specific local requests.

4. The funding arrangements for compensating trainers has proven to be quite adequate.

5. The use of trainer teams as such has been reduced in favor of individual member usage. This has been necessitated by the specificity of most in-service activities and a lack of comprehensive local evaluation of training needs.

Future Directions

The selection of trainers is being done on an individual basis with training being provided through formal course work or experiences gained from special project work. The trend has been toward quality of selection rather than quantity. This trend will continue.

Extensive plans for providing in-service to local coordinators through a three-day workshop are being finalized. Included in this workshop will be plans for next year's in-service training needs which are based on the more current local data. Area supervisors from the state staff will be available as resource persons to suggest strategies for in-service and provide information on available resources (including trainers) to assist the final plans for in-service activities. It is anticipated that this mechanism will help lower resistance to requesting planning assistance by qualified training personnel. Secondly, it is anticipated that the coordinators will further appreciate the potential value of such trainers for all types of in-service activities (formal meeting, local center seminars, discussions of professional literature and formal university/college courses).

The expansion of graduate training in the state should contribute to the additional supply of trainers (particularly in the area of planning

techniques for in-service). A concerted effort is being made to make these field experiences by graduate students an integral part of their advanced training.

Summary

The planned (and sometimes unplanned) development of teacher-trainers to effect higher quality in-service training has been briefly discussed. The description of the procedures and the results can serve as a learning experience to the readers (as it has been to those involved in the process). Difficulties in other similar state plans can be anticipated and circumvented based on our experiences. Success is evident but not to the degree expected. Problems in the area of released time for trainers, funding arrangements after grant funds are withdrawn, need for more qualified trainers, and the continuing need for coordination and cooperation among all levels of ABE leadership still exist in varying degrees. Experiences in promoting this delivery system for local in-service training has become the source of many learning opportunities for the personnel involved. It is hoped that it will serve others in the region and nation as a case study for their continuing professional training.

NOTES

[1]Teacher Training Syllabus. (Columbia: University of South Carolina), 1969 (Unpublished).

[2]Allen L. Code and Robert E. Snyder. Adult Basic Education Institute Report and Evaluation. (Orangeburg, S.C.: South Carolina State College, 1970).

Supervisory Training In Adult Basic Education In Tennessee

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One of the major provisions of the Southeastern Regional Adult Basic Education Project[1] is the enhancement of the State Department of Education's in-service leadership capability. To comply with this provision, as well as the other components of the project, a Staff Development Committee was created.[2] One of the many functions of this committee was in the area of supervisory training. Local ABE supervisors in Tennessee, with few exceptions, are part-time adult educators; that is, they perform their role in adult education on a part-time basis in addition to their normal full-time occupation. Virtually all of the ABE supervisors were not trained in the various aspects of adult education at the time of their appointment but received their education in the traditional aspects of teaching and supervising children. As the Staff Development Committee examined the entire area of ABE supervision further, it became evident that no attempt had ever been made in Tennessee to assemble all of the local ABE supervisors into a central meeting place for educational instruction. Therefore, reinforced by comments from local supervisors, TAPCAE[3] and TAEA[4], the committee recommended that the state staff convene such a conference during the 1970-71 fiscal year, and the recommendation was accepted.

Following this decision a planning committee was appointed consisting of representatives from the State Department of Education, the universities, and local ABE personnel. As a result of several meetings, the planning committee made the following decisions:

1. A Statewide ABE Supervisors' Conference would be held at Memphis State University, August 10-12, 1970; participants would be housed in university facilities.
2. Administration of the conference would be a joint function of Memphis State University and the State Department of Education, with primary responsibility being allocated to Memphis State University.
3. Recruitment would be the responsibility of the State Department of Education.
4. Financing would be the function of the Tennessee State Department of Education and the Southern Regional Education Board, Atlanta, Georgia.

Based on the needs of the local ABE supervisors as suggested to the planning committee, the objectives of the conference were for the participants to acquire an understanding of:

1. The "role" of local supervisors in administering adult basic education programs
2. The purpose of the adult basic education program from both federal and state levels
3. The guidelines and plans, both federal and state, under which local supervisors have to operate
4. The financial system under which local adult basic education programs must operate

5. The Southern regional concept of teacher-training as administered by the Southern Regional Education Board
6. The concept of teacher-training within the State of Tennessee, both academic and non-academic
7. The concept of curriculum development in adult basic education
8. The results of the Tennessee evaluation of adult basic education programs conducted recently by Memphis State University.

Once the planning committee had agreed on the overall objectives, the task of designing learning experiences that would give each participant an opportunity to achieve the objectives was commenced. The decision was made to secure speakers competent in the areas implied in the aforementioned established objectives. The speakers would be given a general outline of what the planning committee expected them to cover; however, the actual design of the learning experiences was to be left to the discretion of each speaker, except that he was to build in some means for audience interaction. The decision was made to utilize regional talent since it was felt that HEW Region IV contained some of the most competent adult educators in the nation.

The central theme of the conference was to revolve around the supervisory roles of the ABE supervisors relative to administering ABE programs (Objective One). Dr. Don F. Seaman, Director of Adult Education, Mississippi State University, was secured for this task. The different roles to which he was to allude would touch on all the roles implied in the other objectives that the planning committee had established (Objectives Two-Eight). Then, the remainder of the program would be based on an in-depth analysis of these roles (in-depth in as far as limited time would allow).

Instruction on the role of the supervisors regarding their responsibility for interpreting and administering the purpose of ABE programs, federal and state guidelines, and fiscal matters was assigned to the state department staff (Objectives Two, Three, and Four). Since there was considerable interest expressed in knowing more about budgeting, guidelines, processing of forms, and the like, it was felt that the state staff would be the most appropriate source for designing these learning experiences, because they were of direct concern to the state staff due to the necessity for filling out proper forms and so forth.

Another major role of supervisors for which Seaman was to build a base was that of providing in-service training and promoting further university academic study. It seemed imperative to furnish the supervisors with a broad base of understanding relative to the Southern Regional Education Board's concept of teacher-training in ABE (Objective Five). Dr. Ed Brown, ABE Project Director, Southern Regional Education Board, agreed to perform this task and elaborate on the different components of the model for ABE staff development in HEW Region IV.

Interest had also been expressed in ascertaining the proper perspective of the State of Tennessee in this regional concept (Objective Six). The state staff and university adult educators at the three participating universities (Memphis State, Tennessee State, and University of Tennessee) were assigned this task. The state staff was to emphasize the procedure whereby the components stressed by Dr. Brown were being and would be implemented in Tennessee. The university adult educators were to indicate the role of the university in local problem-solving and in-service activities, as well as the nature of their academic programs in the area of adult education.

Another concern of supervisors to which Seaman was to allude was that of curriculum development in ABE (Objective Seven). Flora Fowler, Graduate Assistant and ABE Reading Specialist at the University of Tennessee, agreed to perform this task. Her emphasis was to be on the importance of making the curriculum a functional one; that is, one in which the fundamentals of basic education would be related to real life problems of ABE students.

The last of the roles toward which the conference would be directed was evaluation (Objective Eight). Most of the supervisors had participated, either directly or indirectly, in the statewide ABE evaluation study that had recently been conducted by Memphis State University.[5] Much interest had been expressed in the outcome of this study; therefore, the evaluation project director agreed to give a synopsis of the major findings as well as furnish copies of the entire study.

With much planning from the committee, a program finally evolved based on a series of learning experiences designed to accomplish the aforementioned objectives (see Appendix). In addition to the presentations made by the speakers, with provisions for audience interaction a part of their design, small group sessions were scheduled to enhance the learning process (see program in Appendix).

Much discussion and preparation went into the evaluation phase of the conference. The conference staff as well as other designated persons were instructed "to keep an ear close to the ground" regarding any favorable or unfavorable comments by the participants, particularly unfavorable ones in order that immediate adjustments could be made if possible. In addition, at the conclusion of the conference, a comprehensive evaluation instrument

was administered to the participants. The instrument was designed to gather demographic data about the participants; their reactions to statements about the physical facilities, objectives, and the program; their interest in the topics covered; and their rating of the speakers. They were asked to indicate the strengths and weaknesses of the conference and list topics of concern for future conferences of this type. The final phase of the evaluation was the administration of the Kropp-Verner Evaluation Scale.[6]

Relative to a summary of the evaluative items in the questionnaire, it was found that:[7]

1. The mean score of items designed to ascertain the degree of satisfaction with physical facilities provided was 4.56.
2. The mean score of items designed to ascertain the degree of satisfaction with objectives of the conference was 4.11.
3. The mean score of items designed to ascertain the degree of satisfaction with program content and operation was 4.26.
4. The mean score of items designed to ascertain the degree of interest in the topics covered was 4.19.
5. The mean score of items designed to ascertain the degree of effectiveness of the speakers at the conference was 4.15.
6. The overall value of the conference, as measured by the Kropp-Verner Scale, was 3.28.[8]

Based on the evaluation results, it was concluded that the conference was very successful. The responses to the evaluative items in the questionnaire were heavily skewed to the positive side. If all of the scores for all evaluative items in the questionnaire were combined, the mean score for the

conference was 4.21 out of a range of one to five, with five being a perfect positive score.[9]

Heavily supporting this conclusion were the results of the singular item in the questionnaire asking the participants to rate the overall effectiveness of the conference. The mean score for this item was 4.37 out of a range of one to five, with five being a perfect positive score.

Another index supporting this conclusion was the written comments of the participants relative to the strengths of the conference. The strengths listed most often, in order of frequency mentioned, were as follows:

1. Everything was well planned and organized.
2. Program was well coordinated, consultants well prepared, and the information was pertinent to our needs.
3. Problems and questions of supervisors were answered, particularly their roles and how to interpret forms and solve budgeting problems.

Regarding comments as to weaknesses, the only predominant comment was lack of time.

Relative to topics that need to be covered in future workshops, the subject listed most often in order of importance were as follows:

1. Curriculum planning
2. Materials selection
3. Extension of topics presented at this conference, particularly finance, forms, etc.--keep us up-to-date.

Recommendations

Based on the previous experience of this conference for providing supervisory training, without any indication of order of importance, the writers would offer the following recommendations:

1. Be sure that a representative planning committee is formed to provide input into the final product. This means representatives from the State Department of Education, universities, and local supervisors. No exact distribution is offered; however, local supervisory representation should not be a token matter. Make the total planning committee large if necessary and then delegate the final detailed work to a smaller subcommittee for efficiency.
2. All people who are to be affected by change (program of education) like to have some say regarding the process. Therefore, if possible, the planning committee should be supplemented by designing a simple survey instrument to be mailed to every supervisor regarding his desires relative to the "makeup" of the program. This provides total involvement and gives the planning committee a sounder base from which to formulate the final training process.
3. If at all possible, hold the training session on a college or university campus or involve university personnel in the planning and administering of the training program if it is to be held elsewhere. This focuses university attention on the field of adult education and, hopefully, it will enhance efforts in this direction by institutions of higher learning. Consequently, the many resources of universities can be combined with those of state and local systems in the formulation, implementation, and evaluation of an excellent ABE program.
4. The state department staff must maintain a certain degree of control over the program due to fiscal matters. However, remember that the

program is primarily to aid in solving problems of supervisors, and their input into the planning process should be of utmost importance. This by no means implies that the only thing covered in a supervisory training session will be those things mentioned by supervisors. However, it does imply that this is an excellent starting point for building a successful training program.

5. Ample small group sessions should be provided for interaction among the participants relative to topics covered in the program. However, additional small group sessions must be planned simply for the supervisors to interject problems that have not been incorporated in the program design. The problems referred to here are those that the supervisors want to discuss among themselves, with the state staff, or with university personnel. No special effort need be made for "dragging these out"; yet, the opportunity should exist for the supervisors to vocalize them should they be so inclined.

6. The importance of adequate facilities cannot be overemphasized. The entire atmosphere of the conference was affected positively because of the excellent facilities that were available to the participants. This, no doubt, placed them in a better frame of mind as they encountered the learning experiences provided.

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NOTES

[1]Operated by the Southern Regional Education Board and the State Departments of Education in eight states--Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee--and funded by the U.S. Office of Education.

[2]This Committee is composed of the State Department of Education's adult education staff (five members), university adult educators (four members, including one from Memphis State University, two from Tennessee State University, and one from the University of Tennessee), and local ABE personnel (six members representing the geographical regions of the state--west, middle, and east).

[3]Tennessee Association for Public Continuing and Adult Education, an affiliate of NAPCAE.

[4]Tennessee Adult Education Association, an affiliate of AEA of USA.

[5]This was a comprehensive study of the progress of adult basic education programs from 1965-69 in Tennessee. It was conducted by the Bureau of Educational Research and Services, Memphis State University, with the assistance of the Adult Education Departments of Memphis State University and the Tennessee State Department of Education.

[6]Russell Kropp and Coolie Verner, "An Attitude Scale Technique for Evaluating Meetings," Adult Education, Volume VII, No. 4 (Summer, 1957), pp. 212-215.

[7]The mean scores for these items were obtained using one or the other of the following scales:

5=Strongly agree	5=Very high
4=Agree	4=High
3=Undecided	3=High
2=Disagree	2=Low
1=Strongly disagree	1=Very low

[8]This score was not based on either of the two scales listed under footnote number seven. It was based on a scale devised by Kropp and Verner, whereby the most positive score available is 1.13 and the most negative score possible is 10.89; thus, the lower the score, the better the rating.

[9]The Kropp-Verner Score is not included in this since it works in reverse order; that is, the closer the score approximates one, the better the rating.

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PROGRAM FOR TENNESSEE
ADULT BASIC EDUCATION SUPERVISORS' CONFERENCE

ROLE OF LOCAL SUPERVISORS

Dr. Don F. Seaman
Director of Adult Education
Mississippi State University

ABE ACT, FEDERAL AND STATE PLAN

Mr. Charles Kerr
Coordinator of Adult Education
State Department of Education

PRACTICUM ON STATE GUIDELINES AND PLAN

Mr. Charles Bates
Mr. Luke Easter
Mr. Billy Glover
Mr. Charles Holt
Regional Supervisors
Adult Education
State Department of Education

ADMINISTRATIVE FORMS AND FINANCING

Mr. Charles Kerr

SOUTHERN REGIONAL CONCEPT OF TEACHER-TRAINING IN ABE

Dr. Edward T. Brown
ABE Project Director
Southern Regional Education Board
Atlanta, Georgia

TENNESSEE REGIONAL CONCEPT OF TEACHER-TRAINING

Mr. Charles Kerr

TENNESSEE UNIVERSITIES' ADULT EDUCATION PROGRAMS

Dr. Donnie Dutton
Director of Adult Education
Memphis State University

Dr. James Farrell
Director of Extension and Continuing Education
Tennessee State University

Dr. John Peters
Director of Adult Education
University of Tennessee

PLANNING LOCAL IN-SERVICE PROGRAMS

Dr. John Peters

CURRICULUM DEVELOPMENT IN ABE

Mrs. Flora Fowler
Graduate Assistant and Reading Specialist
University of Tennessee

TENNESSEE ABE EVALUATION STUDY

Dr. Fred Bellott, Director
Bureau of Educational Research and Services
Memphis State University

PRACTICUM ON APPLICATION OF EVALUATION RESULTS

Mr. Charles Bates
Mr. Luke Easter
Mr. Billy Glover
Mr. Charles Holt

CONFERENCE EVALUATION

Dr. Donnie Dutton
Mr. Billy Glover

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